

**DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF TEACHING
READING TO THE TENTH GRADE STUDENTS OF SENIOR
HIGH SCHOOL OF ASSALAAM SURAKARTA
IN 2012/2013 ACADEMIC YEAR**



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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

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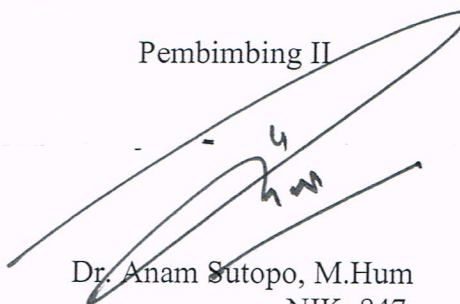
Surakarta, 15 Juli 2014

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ABSTRACT

The objective of this study is to descriptive study on the implementation of the teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year. The writer focuses the study on some dimensions, they are: 1) Curriculum, including about Competence-Standard of English Lesson for SMA, Basic Competence, syllabus, and material, 2) Method of teaching, that consists of student's role and teacher's role, 3) Learning media, 4) Evaluation system, and 5) Environment. The last is the strengths and the weaknesses of the teaching reading skills implementation. In this study, the writer uses descriptive qualitative research as the proper method to describe the implementation of the current curriculum in English teaching. The result of the observation in teaching learning process of English the writer finds that the process of teaching and learning is task-based instructions. Therefore, the writer concludes that the implementation of the material is still less, many examples of the material does not transfer maximally. Based on the research finding, there are strengths on the teaching reading. The first it had good procedural steps on teaching learning process. The second, the teacher applies an interesting system in order to attract the student's attention. And the weaknesses are the first, the teacher is more focus on the written form, then the teacher holds the remedial test for all of the students without any exception.

Key word: implementation of teaching reading, strengths, and weaknesses

A. Introduction

1. Background of the Study

English, as foreign language in Indonesia, is a language for science and technology. English also becomes an instrument for everyone to broaden the knowledge or to move beyond particular national boundaries. Considering its importance, the 2004 Curriculum for basic education, State that English is taught starting from elementary school. It is aimed at motivating the students in order to make them much more ready and confident in learning English at the higher

levels. English is taught to the high school student as a local content subject in which some schools may choose it if this suit the situation, condition and the time allocation. Furthermore the local-content subject is based on the 2004 Curriculum for Basic Education (Depdikbud, 2004: 10-11) stating that “English can be taught at the level of elementary school on condition that is considered important by concerning local society and the availability of teacher with the ability to teach it.

The conventional method of English language-teaching that still only transferring knowledge from the teacher to the students or teacher-centered was felt ineffective anymore. The conventional method caused the students will feel bored and have no chance to improve their skills. Teaching reading to high school is not easy and it needs more patience. In teaching English, especially teaching reading teachers have their own method. The teacher needs to encourage children to acknowledge that some responsibilities. The teacher has to identify properly about the student achievement ability. It means that the teacher should have a plan as accurate as possible to get an effective in the teaching learning.

In this research the writer is interested in observing the activities of the teaching process to know and to describe the implementation of teaching reading in class X.b student of senior high school of Assalaam Surakarta in 2012/2013 academic year. Basically, reading is a skill practice. A lot of practice is the best way to improve it. By practice dealing with the students’ habit makes students do reading activities and repeat it until become automatically. There are some points of study and this research relates to the teaching of English; the goal of the English, the curriculum and the syllabus, classroom activities, teacher’s roles, student’s role, the role of instructional materials, the classroom procedure, and the type and procedures of test.

Based on the background above, the writer is interested in choosing the topic of the study: **DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF TEACHING READING TO THE TENTH GRADE STUDENTS OF**

SENIOR HIGH SHCOOL OF ASSALAAM SURAKARTA IN 2012/2013 ACADEMIC YEAR.

2. Problem Statement

The writer formulates the problems of the study as follows:

- a. How is the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year?
- b. What are the strengths and weaknesses of the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year?

3. Objective of the Study

The objectives of the study are:

- a. To describe the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.
- b. To describe the strengths and weaknesses the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.

4. Benefit of the Study

The writer expects that this research paper may give the following:

a. Theoretical Benefit

- 1) The results of the research paper can be used as input in English teaching learning process
- 2) The results of the research paper can be used as a reference for those who want to conduct a research in English teaching learning process.

b. Practical Benefit

- 1) For the writer, he can also get large knowledge about the implementation of teaching reading in reading habit, especially in teaching English.
- 2) The reader may get a large knowledge in teaching English and can stimulate students to have reading habit.

- 3) The teacher may get the knowledge in applying the learning process of teaching reading in teaching English and may be more expected to motivate the students to learn English.

B. Research Method

1. Type of the Research

The writer uses descriptive research in his research to explain the result the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year. Descriptive research is when the data are the form of written or oral word descriptively analyzed.

2. Subject of the Study

The number of the subject that the writer uses for this research is thirty students of the class X.B student of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.

3. Object of the Study

The object of this research is the implementation of teaching reading to the tenth grade students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.

4. Data and Data Source

The data of this research are the activities of teaching learning in the implementation of teaching reading to the class X.B student of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year using naturalistic approach.

There are three sources of the data:

- a. Event: activity of the implementation of teaching reading to the class X.B student of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year using naturalistic approach.
- b. Informant: English teacher and the class X.B students of Senior High School

of Assalaam Surakarta 2012 / 2013 Academic Year.

- c. Document analysis: the materials of the second quarter to the class X.B student of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year and the score of pre-test and post-test.

5. Method of Collecting Data

The researcher uses some instruments in collecting the data, namely:

a. Observation

The observation is done in the teaching learning process in the class activity. The writer observes the process of teaching learning; he observes the model of teaching used by the teacher and takes some notes about the strength and weaknesses faced by the teacher in teaching learning of the implementation of teaching reading and the strength and weaknesses faced by the students in learning process, and also the strategy used by the teacher to solve the difficulties faced by the teacher and the students in learning reading.

b. Interview

Interview is a structured conversation between the researcher with the teacher and the students to get a certain purpose.

c. Documentation or Content Analysis

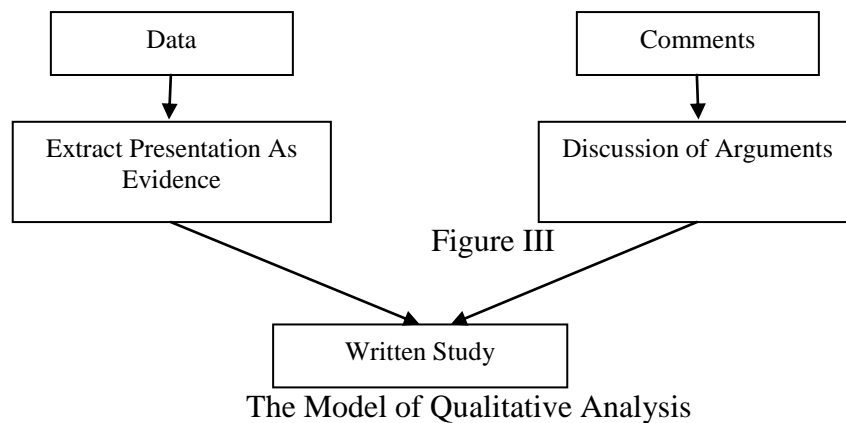
Documentation is written information. The document analyzed by the writer is the materials of the second quarter to the first year students and the score of pre-test and post-test. The test done by the teacher is in order to know the ability of the students in comprehending or understanding material.

6. Technique for Analyzing Data

The data were analyzed based by using a model of qualitative analysis. Holliday (2000: 105) formulates six steps of qualitative analysis, namely: (1) Look at the overall character of corpus data, (2) Search for natural divisions in the corpus; the researcher hunches, focuses, areas of significance that arose

during data collection, (3) Determine the character of each divisions, (4) Find headings that suit these divisions, (5) See how far the headings help make further sense of the data, (6) Use the headings to organize writing. The extracts of data were used as evidence.

Through the steps of analysis above, interpretation was made about the implementation of this program. In managing the perception or interpretation, all the data were given comments so that the data as evidences were discussed to be presented in the report as seen in the diagram below (Holliday, 2000: 120).



To analyze the data, the writer takes the following procedures:

1. Reducing the Data

It is a process of making summary from the main points, arranging, and categorizing it based on its classification (Meleong, 2000: 190). The writer categorizes the data taken from observation and interview.

2. Displaying the Data

The writer describes and discusses the finding of the research in the form of systematic classification. Therefore, it is easy to be understood and to be analyzed.

3. Verifying the Data

The last step is making conclusion and suggestion based on data analysis.

C. Research Finding and Discussion

1. Research Finding

The research findings are about the implementation of teaching-learning process by teacher. From the research finding it is indicated that the general instructional objective of Senior High School of Assalaam Surakarta suitable with the new curriculum. The specific instructional objective used by Senior High School of Assalaam Surakarta is related with specific instructional objective of English teaching guidelines published in 2004 and based on the head master statement in the writer's observation. The teaching learning process there has implemented the curriculum, general instructional objective and specific instructional objective.

The syllabus which is used in the English learning process for first year students of vocational school is arranged by the teacher based on the materials which should be taught for one semester or one year. Sometimes the teacher teaches the materials which do not exist in the syllabus, it depends on the situation and student's need. The syllabus is also suitable with the English teaching objective. Which is to introduce the students to the new vocabulary or the element of the language? It is very important because after the lesson, the students are hopefully able to use English in their communication.

Johnson and Paulson (1976) in Richard (1983: 76) spell out learner's role in an individual approach to language learning in following terms: (1) learner's plan their own learning program and thus ultimately assume responsibility for what they do in classroom, (2) learner monitor and evaluate their own progress, (3) learner are members of a group and learn by interacting with others, (4) learners tutor other learners, (5) learners learn from the teacher, from other students and from other teaching sources. While, the students tend to be passive in classroom activity, they only hear the explanation of the teacher. The students sometimes ask the teacher if they have problems with the language.

In teaching-learning process, the teacher applied three steps of teaching English. They are *Opening*, *Core Learning*, and *Closing*. In *Core Learning*, the teacher applied the steps based on the 2004 Curriculum of teaching English for vocational School. They are BKOF (Building Knowledge of Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Individual Construction of Text). By those steps, the teacher can stimulate the students' achievement in doing discussion, and also to stimulate the students in order that they can learn individually. The strategies used are the teacher always encouraged the students to practice English and not to be shy to speak in English. it can be seen on interview reports that before close the lesson, the teacher always says the students may not to be shy to speak English, and practice make perfect.

Building Knowledge of Fields (BKOF) is the steps where the students have to pay attention to the teacher's explanation about the material will be studied. Modeling of Text (MOT) is the steps purposed to give models or examples dealing with the material that being discussed. Joint Construction of Text (JCOT) is the step that gives the students opportunity to do something or work in pairs. Individual Construction of Text (ICOT) is the steps when the students are expected to do something individually.

2. Discussion

To support this curriculum in the teaching learning process, the teacher uses some learning media, there are; flash card, internet, tape recorder, and television. Therefore, the writer concludes that the implementation of the material is still less, many example of the material can not transfer maximally. Moreover, it is still lack of source of learning. The students only have a main handout book they are *LKS Bahasa Inggris* and textbook entitled *English for SMU Class 1* without additional book.

In the observation class, the writer finds that the students tend to be positive in the class. When the teacher starts the teaching learning process, the

students are just listening to the teacher's explanation about the material. This happens because the students are depending on teacher.

The evaluation used in teaching reading English in Senior High School of Assalaam Surakarta is to know the students progress. The evaluation is into two form, formal testing and informal testing. Moreover, the purpose of the evaluation (formal and informal test) in Senior High School of Assalaam Surakarta is to prove that the students have learned English well and mastered that subject matter. The purposes of evaluations also permit the teacher to evaluate the effectiveness of curricular experience, class activities, and instructional method.

Environment of Senior High School of Assalaam Surakarta included physical and social cultural. Physical is included of the data that are taken from events, informant, place, document about the descriptive study on the teaching reading of English for the class X.b student of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year. Social culture in Senior High School of Assalaam Surakarta is very complex that consists of learning method and the ability to study. In the interaction with the other still using the traditional language named '*Bahasa Indonesia*' especially interaction between student with the other student. Meanwhile, '*Bahasa Indonesia*' used to interaction between the students to the teacher to, so in ability English language used just for the lesson in the learning process. Actually, English lesson still less in the daily activity in Senior High School of Assalaam Surakarta.

After observing the implementation of language teaching in English teaching learning process using Competency-based Curriculum, the writer can draw some strength that concludes some of learning-concept, such as; structurally concept of learning, the teacher explains clearly, and the learning process is related to daily life. The English teaching learning process at the school consists of four activities, such as: a) Reading aloud, b) Dialogue, c) Discussion, and d) Question and Answer. From the activities above, so there are

some interaction and communication between the teacher and the student. Hence, it is necessary that teachers always rehearse how to manage the student selves prior to teaching in the class.

Many English teachers fail to teach in the classroom not because they are unacquainted with the subject of English itself, but frequently, they cannot manage themselves at the time of teaching. So that the students get bored and not interested, that makes the students lazy to learn and participate. Hence, it is necessary that the teachers always rehearse how to manage themselves prior to teaching in the class.

Finally, the last part in teaching learning process is evaluation. It is one the education administrations, and the purpose of evaluation are to prove for the degree to which students are progressing towards curriculum goal, and to permit teacher and supervisor to evaluate the effectiveness of curricular experience, activities, and instructional method. Moreover, evaluation is a one way to know the progress of the student during and after the teaching learning process. Based on the finding and document analysis, the evaluation at Senior High School of Assalaam Surakarta is appropriate with the purpose above. Because it is proven from the test which the students must follow it, there are formal and informal test.

D. Conclusion

From the research findings, the writer draws some conclusions as follows:

1. The Implimentation of Teaching Reading to the Tenth Grade Students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year
 - a. Based on the analysis, the teacher used the 2004 Curriculum in teaching reading to the class X.b student of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year.. In the teaching learning process, come into the existence of teaching objective called instructional objective. The instructional objective is divided into two, namely; Competency Standard and Basic Competency.

1) Competency Standard

This is the general instructional objective in the class X.b student of Senior High School of Assalaam Surakarta which describes in the curriculum 2004 for Senior High School book.

2) Basic Competency

Basic Competency is the students have competence using foreign language in the communication, and have much vocabulary and grammar to support the competence to communicate in the real situation.

3) Type of the Syllabus

The type of syllabus at the student of Senior High School of Assalaam Surakarta is topic-based syllabus. Topic-based syllabus consists of some different themes. All themes are suitable with the syllabus of the first year student.

4) The Material

The material in the implementation of English teaching based on the Competency-based Curriculum are *LKS Bahasa Inggris* and textbook entitled *English for SMU 1*. The materials of the books support the students to improve their ability in using English and as the enrichment material for the lesson.

- b. The writer finds that the process of teaching and learning is task-based instructions. The teacher explains the material and gives the tasks and the students do the tasks. There are three steps of teaching and learning activities, namely; opening, study session (the explanation), and closing.
- c. The teacher uses some learning media, there are; flash card, internet, tape recorder, and television.
- d. The evaluation used in teaching English in the Senior High School of Assalaam Surakarta is to know the students progress. The evaluation is into two form, formal testing and informal testing. The formal testing is divided into two, named as mid test and final test. The informal testing is a kind of

testing, planned, administrated, conducted, and scored by the English teacher. The forms of evaluation are home work and daily test.

- e. Environment of Senior High School of Assalaam Surakarta included physical and social cultural. Physical environment is included of the data that are taken from events, informant, place, document about the descriptive study on the teaching of English for the class X.b student of Senior High School of Assalaam Surakarta. Social culture in Senior High School of Assalaam Surakarta is very complex that consists of learning method and the ability to study.

The strategies used by the teacher are the teacher always encourages the students to practice English and not to be shy speaking English, because practice makes perfect. The difficulties faced by the teacher in teaching-learning process for Senior High School of Assalaam Surakarta are as follows:

- a. Sometimes, the lesson plan that has been arranged by teacher is not appropriate with learning steps because the class does not run smoothly.
 - b. In actuating teaching-learning process, the problem arises because some of the students are not good in learning English.
 - c. The teacher got difficulties in stimulating the students to reach the competency because most of the students have the lower motivation in learning English.
2. The Strengths and Weaknesses of the Implementation of Teaching Reading to the Tenth Grade Students of Senior High School of Assalaam Surakarta in 2012 / 2013 Academic Year
 - a. After observing the implementation of language teaching in English teaching learning process using Competency-based Curriculum, the writer can draw some strength that concludes some of learning-concept, such as; structurally concept of learning, the teacher explains clearly, and the learning process is related to daily life.

- b. Many English teachers fail to teach in the classroom not because they are unacquainted with the subject of English itself, but frequently, they cannot manage themselves at the time of teaching. So that the students get bored and not interested, that makes the students lazy to learn and participate. Hence, it is necessary that the teachers always rehearse how to manage themselves prior to teaching in the class.

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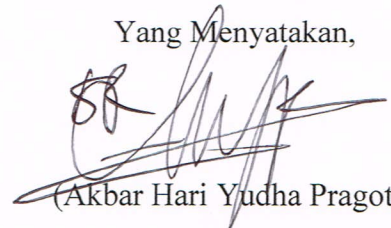
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